

## Introduction to Health and Wellness in Indigenous Communities – INDG 105

### University Studies Program

### Course Outline

COURSE IMPLEMENTATION DATE:	November 2005
OUTLINE EFFECTIVE DATE:	September 2023
COURSE OUTLINE REVIEW DATE:	March 2028

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#### GENERAL COURSE DESCRIPTION:

This course focuses upon an understanding of health and wellness within Indigenous communities, from Indigenous Peoples' Perspectives. Students examine many factors and conditions that impact Indigenous Peoples' health stemming from both the individual and collective experiences. Additional focus emphasizes how community health and wellness is articulated and maintained according to Indigenous Peoples Place Based Worldviews and definitions. Indigenous scholarship, including what is referred to as 'traditional knowledges' are incorporated alongside interdisciplinary perspectives, privileging Indigenous Peoples' voices.

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**Program Information:** This is a required course for the Aboriginal Education Support Worker Program. This course can be used as either a required course or an elective in several University Studies Programs. Refer to the College Program Guide for additional information.

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**Delivery:** This course is delivered face-to-face or online.

**COTR Credits:** 3

**Hours for this course:** 45 hours

#### Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	45
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours	
<b>Total</b>	45

#### Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	N/A
Formal Work Experience	N/A
Other	N/A
<b>Total</b>	

**Course Outline Author or Contact:**

Michele A Sam, MSW

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Signature

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**APPROVAL SIGNATURES:**

Department Head

Erin Aasland Hall

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Dean of Business and University Studies

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Department Head Signature

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Valid from: September 2023 – March 2028

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Education Council Approval Date

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**COURSE PREREQUISITES AND TRANSFER CREDIT:**

**Prerequisites:** Minimum 65% in either English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency information on the College Website)

**Corequisites:** None

**Flexible Assessment (FA):**

Credit can be awarded for this course through FA

☒ Yes ☐ No

Learners may request formal recognition for flexible assessment at the College of the Rockies through one or more of the following processes: External Evaluation, Worksite Assessment, Demonstration, Standardized Test, Self-assessment, Interview, Products/Portfolio, Challenge Exam. Contact an Education Advisor for more information.

**Transfer Credit:** For transfer information within British Columbia, Alberta and other institutions, please visit <http://www.cotr.bc.ca/Transfer>

Students should also contact an academic advisor at the institution where they want transfer credit.

**Prior Course Number:** ANTH 105**Date changed:** March 2021

## Textbooks and Required Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

Greenwood, M., de Leeuw, S., Stout, R. and R. Larstone, and J. Sutherland. 2022 *Introduction to Determinants of First Nations, Inuit, and Métis Peoples' Health in Canada*. Canadian Scholars Press: Toronto.

Settee, P. and Shukla, S. *Indigenous Food Systems: Concepts, Cases and Conversations*. Canadian Scholars Press: Toronto 2020. ISBN 9781773381107 PDF EPUB

Please see the instructor's syllabus or check COTR's online text calculator <https://textbook.cotr.bc.ca/> for a complete list of the currently required textbooks.

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## LEARNING OUTCOMES:

Upon the successful completion of this course, students will be able to

- describe the importance of Indigenous Peoples' place-based knowledge at an introductory level within Indigenous Peoples' social determinants of health;
- discuss the importance of Indigenous Peoples' culturally relative and relevant perspectives of Indigenous Peoples' community health and wellness;
- examine historical and current factors that impact Indigenous Peoples' health and wellness as individuals and collectives;
- identify the institutional causes of health and wellness disparities;
- evaluate how Intractable Conflict can be perpetuated and/or impact Truth and Reconciliation efforts in health; and
- synthesize professional and vocational roles, responsibilities and relationships within the context of Indigenous Peoples' health and wellness.

## COURSE TOPICS:

- Definitions of Health and Wellness from Indigenous Peoples' place based knowledge relationships and Indigenous scholarship, within an Indigenous Studies approach
- Roles of 'academic' and 'traditional' Knowledge Holders in relation to current trends and issues and historical impacts and events
- Connections to the land, culture and identity in support of Indigenous Peoples' definitions of health and wellness
- Indigenous Peoples' healing and empowerment
- Individual and Collective identity and diversity in Indigenous Peoples' communities
- Impacts of colonization, genocide, and racism on individuals and communities on concepts of Health and Wellness including perpetuating Intractable Conflict
- Institutional and colonial barriers to incorporating Indigenous Peoples' definitions of health and wellness
- Successes and next practices in health and wellness including Truth and Reconciliation efforts and events of recognition
- The role of landscapes and waterways for continued health and well being

- Epigenetics and biological embedding within landscapes and waterways, including food sovereignty
- Food sheds, sovereignty, security and systems

*See instructor's syllabus for the detailed outline of weekly readings, activities and assignments.*

#### **EVALUATION AND ASSESSMENT (face to face and online delivery):**

Assignments	% Of Total Grade
Reflective Journal(s)	30%
Discussion Leadership	30%
Final Paper proposal	5%
Draft Research Paper	10%
Final Research Paper	<u>25%</u>
Total	100%

*Please see the instructor's syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments, and use of electronic aids.*

#### **EXAM POLICY:**

Students must attend all required scheduled exams that make up a final grade at the appointed time and place.

Individual instructors may accommodate for illness or personal crisis. Additional accommodation will not be made unless a written request is sent to and approved by the appropriate Department Head prior to the scheduled exam.

Any student who misses a scheduled exam without approval will be given a grade of "0" for the exam.

#### **COURSE GRADE:**

Course grades are assigned as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	C-	D	F
Mark (Percent)	≥ 90	89-85	84-80	79-76	75-72	71-68	67-64	63-60	59-55	54-50	< 50

A grade of "D" grants credit, but may not be sufficient as a prerequisite for sequential courses.

#### **ACADEMIC POLICIES:**

*See [www.cotr.bc.ca/policies](http://www.cotr.bc.ca/policies) for general college policies related to course activities, including grade appeals, cheating and plagiarism.*

**COURSE CHANGES:**

Information contained in course outlines is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment, and marketing needs. The instructor endeavours to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.